DOCUMENT RESUME

ED 058 804 FL 002 887

AUTHOR Medinnus, Gene R.; And Others
TITLE Parent Attitudes Toward Education Scale.
INSTITUTION Las Cruces School District, N. Mex.; National Consortia for Bilingual Education, Fort Worth, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 14p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Bilingual Education; Bilingual Students; *Educational Attitudes; Educational Background; Educational Interest; Educational Objectives; English (Second Language); English Education; Family Environment; Family Influence; Language Programs; *Parent Attitudes; Parent Participation; Parent Reaction; Program Administration; Program Evaluation; Question Answer Interviews; *Questioning Techniques; *Questionnaires; Spanish Speaking

ABSTRACT

This document provides a questionnaire to be used tc determine the attitudes and influence of parents who have children in bilingual education programs. Fifty three statements to be classified by varying degrees of agreement and disagreement are listed concerning parental attitudes toward schools and teachers, the value of education, the value of the parent's own education, and language education in general. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (VM)

ED 058804

PARENT ATTITUDES TOWARD EDUCATION SCALE

RECEIVED
NOV 12 1971
NMSU
E.R.I.C.

Developed by

LAS CRUCES BILINGUAL EDUCATION PROJECT

Las Cruces, New Mexico

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PRODUCED AND DISSEMINATED BY THE
NATIONAL CONSORTIA FOR BILINGUAL EDUCATION
FORT WORTH, TEXAS

FL002 881

"The project reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

The National Consortia for Bilingual Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Fort Worth Independent School District. The National Consortia has selected these materials for dissemination but the opinions expressed herein do not necessarily reflect the position or policy of the National Consortia or of the Fort Worth Independent School District.

This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965. Therefore, it is in the public domain and may be reproduced for local use.

PARENT ATTITUDES TOWARD EDUCATION SCALE

RECEIVED
NOV 2 1971
NMSU
E.R.I.C.

DEVELOPED BY:

Mr. Gene R. Medinnus
Dr. J. DeVlassie
Dr. Francis Stevens

LAS CRUCES PUBLIC SCHOOLS

Earl Nunn Superintendent

E.S.E.A. TITLE VII

J. Paul Taylor Director

LAS CRUCES, NEW MEXICO

PRODUCED AND DISSEMINATED BY THE

NATIONAL CONSORTIA FOR BILINGUAL EDUCATION

JOHN PLAKOS, DIRECTOR
NATIONAL CONSORTIA FOR BILINGUAL EDUCATION
6745-A CALMONT - WEST FREEWAY
FORT WORTH, TEXAS 76116

JULIUS TRUELSON
FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the National Consortia for Bilingual Education. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

(1) Provides the most reliable type of information if the interview is handled adequately;

(2) Provides a means for interviewers to pick up additional information from parents regarding the program;

(3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;

(4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

(1) More expenses are incurred with this technique than with the other techniques to be mentioned;

(2) More time is spent in gathering the information in comparison to the other techniques.

B. GROUP TECHNIQUE - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

(1) Reliable information can be gathered if the parents are properly introduced to the instrument;

(2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;

(3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

(1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

(1) Provides a savings in terms of time and travel;

(2) Allows the interviewer to provide information to the parent if necessary;

(3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

(1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;

(2) Difficult to get reliable information;

(3) Can interview only those parents who have a telephone.

D. MAIL-OUT TECHNIQUE - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

(1) Inexpensive;

(2) Requires little time on the part of project personnel;

(3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

(1) Probable very low return rate for the questionnaire;

(2) No way to determine the reliability of the information gathered;

(3) No direct communication involved between the project and the parents;

(4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- To determine how well your project personnel have communicated with the parents involved in the bilingual program;

- To provide information that has implications for modifying your instructional program;

- To provide information that has implications for modifying the parent involvement component of your program;

- To provide information on specific children in terms of their emotional adjustment to the program;

- To indicate specific parents who need to be further involved in the program.

PARENT ATTITUDES TOWARD EDUCATION SCALE

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
1. Children should listen to the teacher and do what she says.	___	___	___	___	___
2. Most teachers have pets.	___	___	___	___	___
3. The school is often to blame when students don't like school.	___	___	___	___	___
4. Some of my teachers helped me to be a better person.	___	___	___	___	___
5. It seems to me now that my teachers did not know what they were talking about.	___	___	___	___	___
6. I would like to see Spanish taught in the schools.	___	___	___	___	___
7. Too much play goes on in school these days.	___	___	___	___	___
8. Most teachers treat the children in their classrooms fairly.	___	___	___	___	___
9. We have little to say as to what will happen to us in life.	___	___	___	___	___
10. Most teachers teach because they like children.	___	___	___	___	___
11. Teachers do not make the pupils behave as well as they should.	___	___	___	___	___
12. Parents and school must work together to help the child with school matters.	___	___	___	___	___
13. Teaching Spanish in the schools makes it harder for the child to learn good English.	___	___	___	___	___
14. Going to school is a worthwhile experience.	___	___	___	___	___
15. Most people will learn more by working four years than by going to school four years.	___	___	___	___	___

PARENT ATTITUDES TOWARD EDUCATION SCALE
Page 2

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
16. Many teachers are more interested in themselves than they are in teaching children.	___	___	___	___	___
17. Many teachers do not explain enough in their teaching.	___	___	___	___	___
18. There are times when teachers can't be blamed for getting mad at a child.	___	___	___	___	___
19. Schools do a good job in working with parents.	___	___	___	___	___
20. Some boys and girls are always unlucky in school.	___	___	___	___	___
21. Schools are the strength of American democracy.	___	___	___	___	___
22. It does not hurt for pupils to miss school once in a while.	___	___	___	___	___
23. Our schools should teach more about the history of the Southwest.	___	___	___	___	___
24. Many of the things I learned in school I still like to do.	___	___	___	___	___
25. The main reason I can see for going to school is that the law makes children go.	___	___	___	___	___
26. If a child does not do well in learning to read, most of the time it is because of the teacher.	___	___	___	___	___
27. Schools are not teaching reading as well as they used to.	___	___	___	___	___
28. If children listened to everything their teachers told them they could get all mixed up.	___	___	___	___	___

PARENT ATTITUDES TOWARD EDUCATION SCALE
Page 3

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
29. When I look back on my school years I feel they were well spent.	___	___	___	___	___
30. Many people go into teaching simply because they like to boss others.	___	___	___	___	___
31. The best way to get a good job is to get a good education.	___	___	___	___	___
32. A longer school year gives a child a better chance to learn.	___	___	___	___	___
33. The boys and girls who like school most are usually sissies or teachers' pets.	___	___	___	___	___
34. Visiting my child's school is worth my time.	___	___	___	___	___
35. I want my child to like school.	___	___	___	___	___
36. Some teachers are so mean you cannot blame boys and girls for talking back or not minding them.	___	___	___	___	___
37. What is going to happen to us will happen, so it does not matter how much education we have.	___	___	___	___	___
38. Many children would be better off if they left school after the eighth grade.	___	___	___	___	___
39. Schools teach a lot of things that do not work out when you get on the job.	___	___	___	___	___
40. Parents should back up the school in matters of child behavior.	___	___	___	___	___
41. I never could seem to get to school on time.	___	___	___	___	___

PARENT ATTITUDES TOWARD EDUCATION SCALE
Page 4

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
42. Many school principals boss children too much.	___	___	___	___	___
43. Teachers usually do the best they can in trying to teach what they should be teaching.	___	___	___	___	___
44. My years in school did little to help me in what I'm now doing.	___	___	___	___	___
45. Meetings of parents with school teachers, counselors, or principals are a waste of time.	___	___	___	___	___
46. I feel welcome at school.	___	___	___	___	___
47. Having the children go to school in the summer is asking children to do too much.	___	___	___	___	___
48. Some teachers ask parents too much about how they treat the child at home.	___	___	___	___	___
49. Schools should take more time than they do teaching boys and girls how to be useful citizens.	___	___	___	___	___
50. Most schools do not let the parents know enough about what is going on.	___	___	___	___	___
51. It seems to me that the public money which is put into schools today is well worth it.	___	___	___	___	___
52. The schools are doing a good job today.	___	___	___	___	___
53. I like to have teachers visit my home.	___	___	___	___	___